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Grammar Practice *Simplified*

Sentences, Verbs, Nouns, Pronouns,
Capitalization, Subjects, Predicates, and More

Stars sparkle in the sky.

Simple Predicate



*Search for the
brightest star.*

Command Sentence

Do you own a telescope?

Pronoun



Grammar Practice *Simplified*

Book B

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INTRODUCTION

Strong language skills are essential to success in school and life. Grammar is the structure of language. It is the tool with which students refine and perfect their working knowledge of language. They learn to communicate according to established rules of standard usage. Knowing the elements of language and understanding how they work together greatly enhances all language-based abilities. A race driver who knows the parts and pieces of the car and understands how they work together is more likely to win. Similarly, the person who understands how the parts and pieces of language work together will be a champion communicator.

This practice book helps students use the rules of grammar to communicate clearly. Students learn to recognize and correct sentence fragments, edit sentences for subject-verb agreement, use nouns and pronouns correctly, use present and past tenses, and to capitalize and punctuate sentences. Finally, students are introduced to some abbreviations and to elements of letter writing, including addresses.

Grammar Simplified Book B is intended for use by students at any level above grade 2. Readability has

been carefully controlled for younger students, but the approach and design make the book useful for older, language-delayed students or students who speak English as a second language.

The book may be used in the classroom as a supplement to a basal program. Or it may be used at home by students who need practice. The lessons are self-paced, enabling students to work independently. Answers are provided in the back of the book so students can check their own work. Occasional Check-Your-Work sections remind students to review their work before looking at the answers. They have an opportunity to revise their answers before checking the answer page. Many pages throughout the book have helpful hints and clues that will assist students in completing an activity. There are also a few open-ended activities, and some exercises require collaboration between students.

Students using this book have the opportunity to gain a practical knowledge of standard speech patterns, increase self-esteem upon successful completion, and improve their performance on the grammar and usage sections of standardized tests.

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A *sentence* is a group of words that tells about something or someone.

It has a naming part and a telling or action part.

This is a sentence.
It tells about the turtle.

The turtle crawled through the grass.

naming
part

action
part

The turtle | crawled through the grass.

The **naming** part names the turtle.

The action or **telling** part tells about the turtle.

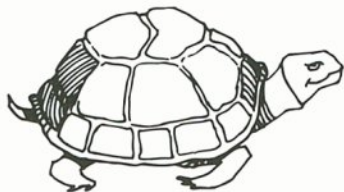
Now look at this group of words.

a hard shell

This group of words is only part of a sentence. It does not tell anything about a hard shell. A telling or action part is needed to make a sentence.

A hard shell protects the turtle.

Now this group of
words is a sentence.



Look at each group of words below. Write **S** if the group of words is a sentence.

Write **N** if the group of words is not a sentence.

- Chester has a pet turtle. _____
- In the grass by the pond _____
- How fast does it move? _____
- Likes to eat _____

REMEMBER

You can make a group of words into a sentence by adding a naming part or an action part.

Look at each group of words above that you marked **N**. Make a sentence using each group.

5. _____

6. _____

Match each naming part with a telling or action part.
Then write the sentences on the lines below. One is done for you.

Naming Parts

1. All the children

2. The big white horse

3. Steven

4. This act

Telling or Action Parts

• wants a horse of his own.

• watched the dancing horses.

• is the best part of the circus.

• held its head high.

1. All the children watched the dancing horses.

2. _____

3. _____

4. _____

Work with a partner. Take turns. One of you should write a naming part of a sentence.
The other should write the telling part.

Now take turns again. This time write the telling part first.

One kind of sentence is a *telling* sentence.

It gives information.

A telling sentence ends with a period.

The turtle lives near the river.

It moves very slowly.

Another kind of sentence is an *asking* sentence.

It presents a question.

An asking sentence ends with a question mark.

How long do turtles live?

Can a turtle swim?

A third kind of sentence is a *command*.

It gives an order.

A command ends with a period.

Put the turtle in the water.

Look at its short legs.

REMEMBER

All sentences have two parts.

All sentences begin with a capital letter.



Write **T** if the sentence is a telling sentence.

Write **A** if the sentence is an asking sentence.

Write **C** if the sentence is a command.

- | | |
|--|---|
| 1. How good is your memory? _____ | 6. Look at my new book of riddles. _____ |
| 2. I can remember everything. _____ | 7. Does Carlos like riddles? _____ |
| 3. Close your eyes. _____ | 8. He knows the answer to many riddles. _____ |
| 4. What color is my T-shirt? _____ | 9. Answer this riddle for us. _____ |
| 5. Is this a puzzle or a riddle? _____ | |

CHECK YOUR WORK

Did you remember what a telling sentence does?

Did you remember what an asking sentence does?

Did you remember what a command does?

Check your answers in the back of the book.

☐ Yes Go on to page 6.

☐ No Go back to the top of the page and check again.





REMEMBER

A telling sentence
and a command end
with a period.
An asking sentence
ends with a
question mark.



Write a telling sentence.

Write an asking sentence.

Write a command.

Write three sentences about the picture.

Write one telling sentence, one asking sentence, and one command.

Telling sentence:

Asking sentence:

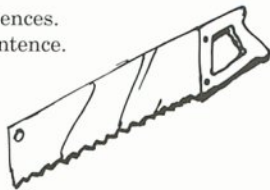
Command:



Change these sentences from telling sentences to asking sentences.
Remember to put a question mark at the end of an asking sentence.

Example: Josh is a good carpenter.

Is Josh a good carpenter?



1. This table is handmade.

2. Josh did make it himself.

Change these asking sentences to telling sentences.

Example: Does that saw belong to Josh?

That saw does belong to Josh.

REMEMBER

Begin all sentences with a capital letter.

3. Is this board long enough for a bench?

4. Will Kelly paint the bench green?

5. Can a carpenter fix that broken door?

6. Would you like a shelf over your desk?

Change each asking sentence to a command.

Example: Will you give Charles this saw?

Give Charles this saw.

REMEMBER

A command gives an order.

7. Will you put it down on the table?

8. Will you please be careful?



A *verb* is the main word in the action or telling part of a sentence.

There are two kinds of verbs. One kind shows action.

shows action

Hal **drops** his glasses on the floor.

Verbs that show action are called *action verbs*.

The action could be things you do with your body or actions in the mind, which cannot be seen.

Here are some words that can be action verbs.

give	go	do	make	run	walk
drop	sing	jump	play	throw	drink
have	think	write	watch	dig	ride
like	hold	wish	own	open	want

Another kind of verb shows being.

shows being

Hal **is** upset about his broken glasses.

Verbs that show being are called *linking verbs*.

Linking verbs do not show action.

Instead, they show that one thing in the sentence is the same as another.

Here are some linking verbs.

am is are was were will be

Those glasses **were** the best ones Hal ever had.

In the sentence above, the linking verb *were* links *glasses* and *the best ones*. The verb shows that *glasses* and *the best ones* are the same.



The verb in each sentence is underlined for you.
Write **A** if the verb is an action verb.
Write **L** if the verb is a linking verb.
One is done for you.

1. Paula always uses a pen with red ink. A
2. Black ink is much darker. _____
3. Ned's mother gave him a new pen this morning. _____
4. His name is on the pen. _____
5. He was very happy with it. _____
6. Pamela has a special new pen. _____
7. It is part of her magic act. _____
8. She wrote a message with her pen. _____
9. A few minutes later the ink was invisible. _____
10. I want a pen like that. _____
11. Can you buy it at the mall? _____
12. Pamela ordered her pen from a catalog. _____



13. Write a sentence about a pencil. Use an action verb.

14. Write another sentence about a pencil and use a linking verb.

CHECK YOUR WORK

Did you remember what action verbs and linking verbs show?
Check your answers in the back of the book.

- ☐ Yes Go on to page 10.
☐ No Go back to page 8 and check again.

Use one of these action verbs to complete each sentence.

think take rode rented swam

1. Every year we _____ our vacation at the beach.
2. I _____ about our trip for weeks.
3. Last summer we _____ a house right by the ocean.
4. The whole family _____ in the car for five hours.
5. On our first day, I _____ in the ocean with my sister.



Write your own action verbs to complete these sentences.

6. Our family _____ a boat last summer.
7. Dad _____ with us almost every day.
8. We _____ a picnic lunch on the beach.
9. My brother _____ peanut butter sandwiches.
10. I _____ for another month of summer.

REMEMBER

An action verb shows action.

Write two sentences about your summer vacation.
Use action verbs.

11. _____

12. _____

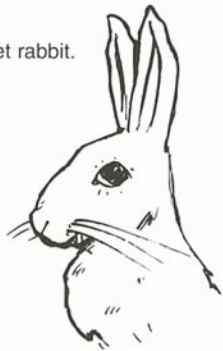
The verb *be* is a linking verb.

It has special forms:

I am you are he is she is it is
we are you are they are

Write forms of *be* to complete these sentences.

1. You _____ the only one in the neighborhood with a pet rabbit.
2. I _____ lucky enough to have a pet, too.
3. My pet _____ a dog named Patch.
4. My parents _____ proud of Patch.
5. He _____ friendly to everyone.



Circle the correct form of *be* to complete each sentence.

6. What kind of dog (is, am) that?
7. I (be, am) not sure.
8. Its coat (are, is) brown and white.
9. My brother Jim (is, be) an expert on dogs.
10. They (are, am) his favorite animals.
11. You (is, are) lucky.
12. What (is, are) your favorite animal?



REMEMBER

The verb *be* has special forms.

Write a sentence about your favorite animal. Use a form of *be*.

13. _____

CHECK YOUR WORK

Did you remember the special forms of *be*?
Check your answers in the back of the book.

- ☐ Yes Go on to page 12.
☐ No Go back to the top of the page and check again.



Some verbs tell about something that is happening right now.
They are called *present tense* verbs.
This is how the verb *call* looks in the present tense.

I call	we call
you call	you call
he, she, it calls	they call

Write the present tense of the verb *smile*.

I _____	we _____
you _____	you _____
he, she, it _____	they _____

Some verbs tell about things that happened at some time before now.
They are called *past tense* verbs.
To change most verbs to past tense, add *ed* to the present tense.

This is how the verb *call* looks in the past tense.

I called	we called
you called	you called
he, she, it called	they called

When you add *ed* to verbs that end in *e*, drop the final *e* before adding the ending.

Example: smile + ed = smiled

I smiled	we smiled
you smiled	you smiled
he, she, it smiled	they smiled



Write the past tense of the verb *touch*.

I _____ we _____

you _____ you _____

he, she, it _____ they _____

Write the past tense of the verb *dance*.

I _____ we _____

you _____ you _____

he, she, it _____ they _____

Write the past tense of the verb *look*.

I _____ we _____

you _____ you _____

he, she, it _____ they _____



REMEMBER

You usually add *ed* to the present tense to form the past tense.

Write *past* next to each past tense verb.

Write *present* next to each present tense verb.

blamed _____ melts _____

paints _____ opened _____

chuckled _____ owns _____

count _____ looked _____

earn _____ planted _____

jumped _____ save _____



CHECK YOUR WORK

Did you remember that most past tense verbs end in *ed*?

Did you also remember when to drop final *e* before adding *ed*?

Check your answers in the back of the book.

☐ Yes Go on to page 14.

☐ No Go back to page 12 and check again.

Write the past tense of each verb. One is done for you.

rake	<u>raked</u>	look	_____	want	_____
crack	_____	close	_____	count	_____
listen	_____	like	_____	call	_____
add	_____	open	_____	live	_____
change	_____	turn	_____	fill	_____
finish	_____	rain	_____	pick	_____

Write the present tense of each verb. One is done for you.

cooked	<u>cook</u>	stacked	_____	shouted	_____
asked	_____	invited	_____	painted	_____
moved	_____	smelled	_____	started	_____
played	_____	explained	_____	circled	_____
collected	_____	camped	_____	hiked	_____
walked	_____	joined	_____	smiled	_____
hunted	_____	cared	_____	landed	_____
watched	_____	tasted	_____	looked	_____

Write a sentence using a verb in the past tense. _____

Write a sentence with that same verb in the present tense. _____

CHECK YOUR WORK

Did you remember how to form the past tense?
 Could you figure out how to write the present tense?
 Check your answers in the back of the book.

- ☐ Yes Go on to page 15.
☐ No Go back to page 12 and check again.

The past tense of the verb *be* has special forms:

I <i>was</i>	you <i>were</i>	he <i>was</i>	she <i>was</i>
it <i>was</i>	we <i>were</i>	you <i>were</i>	they <i>were</i>

Match each word or group of words with the correct past tense form of *be*.
Write the words. The first one is done for you.

we	•	was	<u>we were</u>
I	•	were	_____
trees	•	was	_____
you	•	were	_____
Lori	•	were	_____
it	•	was	_____

Write each sentence in the past tense.

Example: Craig is going to school.

Craig was going to school.



1. Mrs. Cheng is our teacher.

2. Twenty students are in our class.

3. We are all good friends.

4. I am the tallest one in my class.

5. You are very good at math.

Sometimes a verb is two words. A form of *be* can be combined with another verb.
A verb with two or more words is called a *verb phrase*.

verb phrase

Kevin is washing the car.

In this verb phrase, *washing* is the main verb, and *is* is a helping verb.

Verb phrases can be in the present tense or past tense.
You change the tense by changing the verb *be*.

Present: He *is* using the hose.

Past: He *was* using the hose.



Circle the helping verb in each phrase.

- | | | |
|----------------|-----------------|-----------------|
| 1. was looking | 3. am playing | 5. were sending |
| 2. is learning | 4. are swimming | 6. were writing |

Write the verb phrase in each sentence.
Circle the helping verb, and draw a box around the main verb.

Example: Paul is spraying water on us. is spraying _____

- | | |
|--------------------------------------|-------|
| 7. We are trying to stay dry. | _____ |
| 8. I am planning a trick. | _____ |
| 9. Judy is turning off the water. | _____ |
| 10. Paul is wondering what happened. | _____ |
| 11. We are having fun together. | _____ |
| 12. We were laughing a lot. | _____ |

CHECK YOUR WORK

Did you remember that helping verbs are forms of *be*?
Check your answers in the back of the book.

- ☐ Yes Go on to page 17.
☐ No Go back to the top of the page and check again.

Write each sentence. Change the verb to a *helping* verb phrase.

Example: My sister works at the airport.

My sister is working at the airport.

REMEMBER

A verb phrase has a helping verb and a main verb.

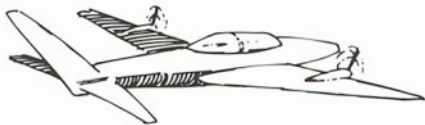
1. Mr. Herman takes a plane to the city.

2. His two sons go with him.

3. We wave good-bye to them.

4. They looked for their seats.

Helping verbs and linking verbs seem like the same, but they are used differently.



Decide if the underlined word is a helping verb or a linking verb. Write *helping* or *linking*.

Examples: Dennis is a college student.

linking

He is working at the airport.

helping

REMEMBER

Linking verbs show being.

Helping verbs are forms of *be* in verb phrases.

5. Dennis is learning to fly a plane.

6. Mr. Richards is his teacher.

7. At first Dennis was scared.

8. Now he is having fun.

9. We are watching the plane.

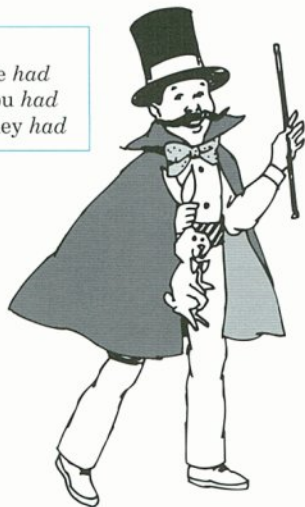
The verb *have* is special.

Look at the present and past tense of *have*.

Present		Past	
I <i>have</i>	we <i>have</i>	I <i>had</i>	we <i>had</i>
you <i>have</i>	you <i>have</i>	you <i>had</i>	you <i>had</i>
he, she, it <i>has</i>	they <i>have</i>	he, she, it <i>had</i>	they <i>had</i>

Write *have*, *has*, or *had* to complete each sentence.

1. Last Friday we _____ a party in school.
2. Everyone _____ on a costume that day.
3. Right now we _____ a surprise visitor.
4. He _____ a gift for everyone.
5. We _____ a gift for him, too.
6. It _____ red wrapping paper on it.



Write each sentence. Change the verb to past tense.

7. You have a coat like mine.

8. My coat has a different belt.

9. We have the same boots, too.

Write each sentence. Change the verb to present tense.

10. I had a pair of red gloves.

11. They had a black stripe.

12. Lori had some just like them.

The verb *do* is another special verb.
Look at the present and past tense of *do*.

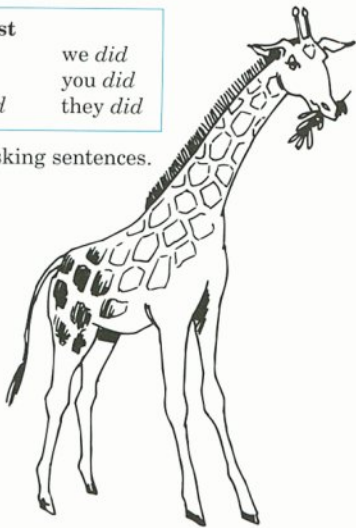
Present		Past	
I <i>do</i>	we <i>do</i>	I <i>did</i>	we <i>did</i>
you <i>do</i>	you <i>do</i>	you <i>did</i>	you <i>did</i>
he, she, it <i>does</i>	they <i>do</i>	he, she, it <i>did</i>	they <i>did</i>

You can use forms of *do* to change telling sentences into asking sentences.

Giraffes eat leaves.
Do giraffes eat leaves?

Use forms of *do* when you put the word *not* in a sentence.

Patti looks at the giraffe.
Patti does not look at the giraffe.
Patti looked at the giraffe.
Patti did not look at the giraffe.



Rewrite each sentence using the word *not*.

1. The giraffe eats leaves.

2. I watched the giraffe.

Write *do*, *does*, or *did* to complete each sentence.

3. Every day Miguel _____ many things before school.
4. Yesterday he _____ a report about giraffes.
5. Sometimes I _____ my chores in the morning.
6. Mom _____ not mind that.

REMEMBER

The verb *do* has special forms.

CHECK YOUR WORK

Did you remember the special forms of *do*?
Check your answers in the back of the book.

- ☐ Yes Go on to page 20.
☐ No Go back to the top of the page and check again.

When you write verbs in the present tense, sometimes you need to add *s*.
The verbs that tell about *he*, *she*, or *it* end in *s*.

I knock	we knock
you knock	you knock
he, she, it knocks	they knock

For some verbs, you need to add *es*.
Add *es* when a verb ends in *ch*, *sh*, *s*, *x*, or *z*.

I wish	we wish
you wish	you wish
he, she, it wishes	they wish

Circle the verbs that could tell about *he*, *she*, or *it*.

open	dashes	rushes
welcomes	read	reaches
visits	brings	rest
invite	buzzes	confesses

Circle the correct verb in each sentence.

1. Marian (own, owns) a telescope.
2. Every night she (watches, watch) the stars.
3. Sometimes she (see, sees) a shooting star.
4. It (streaks, streak) across the sky.
5. Marian (look, looks) for the moon with her telescope.
6. A light (flash, flashes) in her eyes.
7. She (move, moves) the telescope.
8. The moon (slips, slipes) behind a cloud.



Write each sentence. Use the new word that is in parentheses.

Example: We wish on the stars. (He)

He wishes on the stars.

REMEMBER

Verbs in the present tense that tell about *he, she, or it* end in *s* or *es*.

1. I search for the brightest star. (She)

2. They sparkle in the sky. (It)

3. Write a short paragraph about stars. Be sure to use at least two verbs that end in *s* and two that end in *es*.

4. Work with a partner. Each of you writes a verb and the other writes a sentence using the *s* or *es* form of that verb.

CHECK YOUR WORK

Did you remember when to add *es* to verbs?

Check your answers in the back of the book.

- ☐ Yes Go on to page 22.
☐ No Go back to page 20 and check again.

When you use the verbs *be*, *have*, or *do* and the word *not*, you can write the verb a shorter way.

I do not want any more broccoli.

I don't want any more broccoli.

To make a short form of the verb, write the two words together as one word. Take the *o* out of the word *not*, and write this mark (') instead.

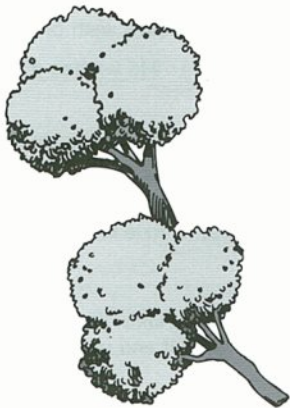
The mark (') is called an *apostrophe*.

This short form of the verb is called a *contraction*.

Here are some more words written the short way.

have + not → haven't
has + not → hasn't
had + not → hadn't
did + not → didn't
does + not → doesn't

is + not → isn't
are + not → aren't
was + not → wasn't
were + not → weren't



Write the shorter forms of these verbs. One is done for you.

are not aren't were not _____ did not _____
do not _____ does not _____ is not _____
have not _____ was not _____ had not _____

Write the longer forms of these verbs. One is done for you.

isn't is not hadn't _____ wasn't _____
hasn't _____ haven't _____ doesn't _____
didn't _____ aren't _____ weren't _____

Can you figure out the shorter form of these verbs?

could not _____ can not _____

CHECK YOUR WORK

Did you remember how to make the long form and the short form of these verbs?
Check your answers in the back of the book.

☐ Yes Go on to page 23.

☐ No Go back to the top of the page and check again.

Circle the correct verb in each sentence.

1. Cathy (wasnt, wasn't) ready for school on time.
2. She (didn't, didnot) get to the bus stop early enough.
3. Mom (does'nt, doesn't) have time to drive her to school.
4. I (dono't, don't) need my bike today.
5. (Aren't, Arent') you going to borrow it?



Write each sentence. Write the verb a shorter way.

6. Your teacher is not very pleased.
-

7. You have not been on time once this week.
-

8. Write a paragraph about a time you were late.
Use at least three contractions (short form of verbs).
-
-
-
-
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-
-
-

A *noun* is a naming word. It names a *person*, a *place*, or a *thing*.
The naming part of a sentence usually has a noun in it.
Here are some nouns.

People

friend	brother	grandma	child
uncles	farmers	runners	adults
Barbara	Mr. Ruiz	Uncle Paolo	Irv Epstein

Places

city	gym	cave	airport
buildings	garages	zoos	backyards

Things

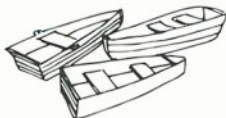
baseball	monkey	bowl	finger
diamonds	peanuts	skates	wings

REMEMBER

The naming part
of a sentence
names someone
or something.

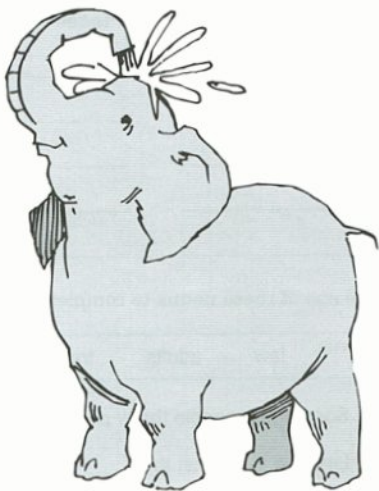
Write a noun for each picture.





Circle the nouns.

stove	much	sisters	catcher
very	go	kitchen	and
all	teams	bottles	elephant
town	why	heavy	cars
dishes	torn	elf	Jeff
Mr. Eng	up	gave	over
store	often	puppy	water
Paula	angry	tail	
lost	pool	kings	
oranges	sad	wheels	
ready	sidewalk	windy	
strong	Preston	far	
radio	into	brown	
baker	sun	boy	
friends	roof	ladder	
street	window	stream	



CHECK YOUR WORK

Did you remember what a noun is?

Check your answers in the back of the book.

☐ Yes Go on to page 26.

☐ No Go back to page 24 and check again.

Write the noun or nouns in each sentence.

Write *person*, *place*, or *thing* to tell what each noun names.

Example: The good king lived in a big castle.

king person
castle place

1. Many fine knights lived there, too.

2. They rode throughout the kingdom on horses.

3. A dragon lived nearby in a cave.

4. It was kind to all the villagers.

5. Write some nouns of your own. Some are done for you.

People

doctor

Places

hall

Things

key

Use one of these nouns to complete each sentence below.

law adults trash bags day

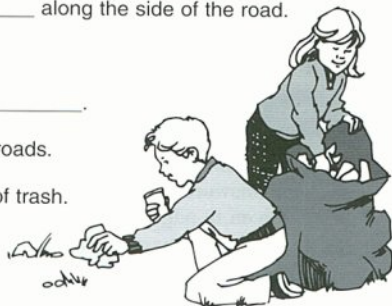
6. Sometimes people throw pieces of _____ along the side of the road.

7. Littering is against the _____.

8. The neighborhood is holding a clean-up _____.

9. Children and _____ will clean up the roads.

10. We will probably collect many _____ of trash.



Nouns can name one or more than one.

These nouns name one.

boat turkey rope beach box

To make a noun name more than one, add *s* or *es*.

boats turkeys ropes beaches boxes

Hint: When a noun ends in *ch*, *sh*, *s*, *x*, or *z*,
add *es* to make it name more than one.

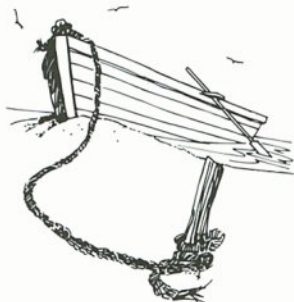
Write *one* if the noun names one.

Write *more* if the noun names more than one.

1. card _____ 4. houses _____

2. baskets _____ 5. carrot _____

3. hills _____ 6. peaches _____



Write each noun so that it names more than one.

Example: sandwich sandwiches

7. bike _____ 14. glass _____

8. scratch _____ 15. door _____

9. judge _____ 16. tiger _____

10. lunch _____ 17. dress _____

11. toe _____ 18. aunt _____

12. bark _____ 19. buzz _____

13. fox _____ 20. church _____

CHECK YOUR WORK

Did you remember when to add *s* or *es* to each noun?

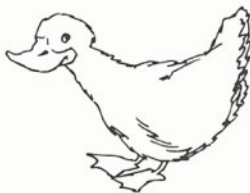
Check your answers in the back of the book.

☐ Yes Go on to page 28.

☐ No Go back to the top of the page and check again.

Circle the correct noun to complete each sentence.

1. Three (groups, groupes) of friends went to the park.
2. Seven (duck, ducks) were swimming in the lake.
3. Bonnie threw them some (pieces, piece) of bread.
4. She had two (bunchs, bunches) of grapes for them, too.
5. Some (benches, benchs) were by a tree.
6. The friends rested for a few (minute, minutes).
7. One group of friends rode (bike, bikes) home.
8. They all met at Jane's (house, houses).



REMEMBER

Add *es* to nouns ending in *s*, *sh*, *ch*, *x*, or *z*.

Write a pair of sentences for each noun.

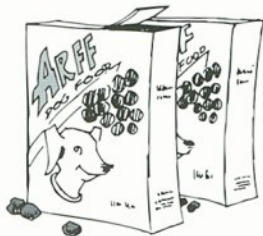
In one sentence the noun should name one.

In the other sentence, the noun should name more than one.

Example: box

The box was full of pencils.

The boxes of dog food are on the shelf.



bush

piece

zebra

Some nouns name *any* person or place.

planet artist street town school

Some nouns name *a special* person or place.

Mars	Picasso	Hillside Drive	Springfield
Elena Guerrero	Europe	Day's Bakery	Park Forest School

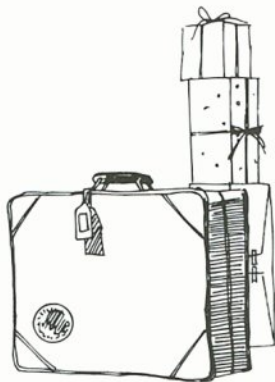
These nouns are called *proper nouns*.

Proper nouns always begin with a capital letter.

Circle any proper nouns in the sentences below.

Remember to look for the name of a special person or place.

- Mindy is visiting her cousins in Newville.
- She left her home in Bear Park two days ago.
- Aunt Jane and Uncle Steve met her at the train station.
- She brought gifts for Lauren and Andrew.
- They went to a movie in Taylor Falls.



Write a noun that names a special person or place for each word below.

One is done for you.

- | | | | |
|------------|----------------------|-----------|-------|
| 6. street | <u>Church Street</u> | 9. school | _____ |
| 7. friend | _____ | 10. store | _____ |
| 8. teacher | _____ | 11. town | _____ |

Write the name of a special person or place to answer each question.

12. What is the town where you live?

13. What is your best friend's first name?

14. What name would you give to a new puppy?

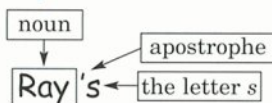
REMEMBER

Nouns that name special people or places begin with capital letters.

You can use nouns to show that something belongs to a person, place, or thing.
First you write the noun.
Then you write an apostrophe (') and the letter *s*.

The sneakers belong to Ray.

They are *Ray's sneakers*.



Nouns that tell who owns something are *possessive nouns*.
They show belonging.

Here are some nouns that show belonging.

the dish that belongs to the dog—*the dog's dish*

the hair that Jessie has—*Jessie's hair*

the students that belong in our school—*our school's students*



Now try some on your own. One is done for you.

- books that belong to Susan Susan's books
- the idea that Brenda had _____
- the game that my friend owns _____
- the ears that the cat has _____

Finish each sentence. Write the underlined words as a noun that shows belonging.

Example: The job of my mother is taking pictures.

My mother's job is taking pictures.

- The bike of Jody is in the driveway.
_____ bike is in the driveway.
- Is it the bike of a boy?
Is it a _____ bike?

- Does the horn of the bike work?

Does the _____ horn work?

- Where is the camera of Mom?

Where is _____ camera?

REMEMBER

Add an apostrophe (')
and *s* to a noun to
show belonging.

Nouns that name more than one can also show belonging.

Suppose two boys each owns a dog.

You could show belonging this way.

the boys' dogs

ends in
letter s

boys'

apostrophe

Because the noun *boys* already ends in *s*, all you do is add the apostrophe (') after the letter *s*.

the nests that the birds have—the birds' nests

the car that my parents own—my parents' car

the lunch that the girls had—the girls' lunch

Now try some on your own.

1. keys that belong to the guards _____
2. a trip that the clubs took _____
3. the shouts of the fans _____
4. the shirts that the players wore _____
5. the room that my brothers share _____

Finish each sentence. Write the underlined words as a possessive noun.

Example: The birthdays of my friends are coming up.

My friends' birthdays are coming up.

6. We can have a party in the house of my parents.

We can have a party in my _____ house.

7. I will borrow the CDs of my cousins.

I will borrow my _____ CDs.

8. Reggie can hang up the coats of the guests.

Reggie can hang up the _____ coats.

9. Maybe we can play in the backyard of the neighbors.

Maybe we can play in the _____

backyard.

REMEMBER

To show belonging in nouns that name more than one, add an apostrophe (') after the letter *s*.

Circle the correct noun to complete each sentence.

1. The (artists, artist's) work is beautiful.
2. She is going to draw a (rabbit's, rabbits) head.
3. The (brushes, brush's) tip is very small.
4. The (bench's, benches) height is just right.
5. Everyone likes the (picture's, pictures) colors.



Use these nouns to fill in the missing words in this story.
Circle the ones that are possessive nouns.

nest	bird	birds'	necks	twigs	worms	baby birds'
Alea's	birds	days	bedroom	eggs	beaks	spring

Robins are one of _____ favorite parts of _____. There is an old _____ nest outside her _____ window. She watched as the _____ added more _____ to the nest.

After a few _____, Alea noticed that the mother _____ was sitting in the _____ a lot.

Pretty soon the _____ hatched.

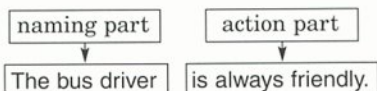
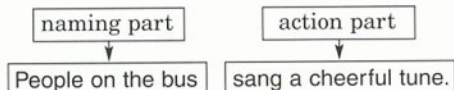
At first she could not see the _____ heads.
A day or so later, she could see long _____ and open _____. They loved the _____!



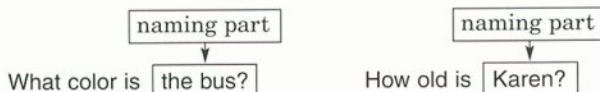
The naming part of a sentence names someone or something. It often has a noun in it. The naming part of a sentence is called its *subject*.

The action or telling part of a sentence tells about the person, place, or thing. It always has a verb in it and is called a *predicate*.

In a telling sentence, the naming part usually comes first.



In some asking sentences, the naming part comes second.



In other asking sentences, the naming part comes between words in the telling part.



REMEMBER

A sentence has a naming part and an action or telling part.

An easy way to find the naming part in an asking sentence is to turn the sentence into a telling sentence. Then the naming part will be the first part of the sentence.



Circle the naming part in each sentence. Underline the telling or action part.

Example: I went horseback riding yesterday.

- Many people like horses.
- Does Edie ride her horse every day?
- Clothing for horseback riders should be comfortable.
- Most riders wear boots.
- A saddle keeps the rider on the horse.
- Are you holding onto the reins?
- Edie's horse is trained well.
- Edie might let me ride her horse.



Answer each question about the sentences above:

- What is another name for the naming part of a sentence? _____
- What is the telling or action part of a sentence called? _____

Work with a partner. Take turns. One of you writes an asking sentence and the other turns it into a telling sentence. Then circle each subject and underline each predicate.

Write a naming part to complete each sentence.

Example: _____ are practicing their music.

Four boys from my neighborhood are practicing their music.



- _____ plays the drums.
- _____ hear the music all through the house.
- Can _____ sing with your group?
- _____ brought his guitar.
- Does _____ like this song?
- _____ sang together.

REMEMBER

A naming part names someone or something.



Write a telling or action part to complete each sentence.

Example: My favorite group _____.

My favorite group made a new CD.

- The music _____.
- All my friends _____.
- The music store _____.
- I _____.
- After a few minutes Lois _____.
- Jan and I _____.

REMEMBER

A telling or action part tells about someone or something.



Match each naming part with an action part. One is done for you.

- | | | |
|------------------------|---|---------------------------|
| The brown dog | • | • drives me to school. |
| My older brother Ron | • | • chews on its bone. |
| The color of the ocean | • | • are my best friend. |
| You | • | • takes two hours. |
| A trip to the city | • | • was bright blue. |
| Drops of rain | • | • splashed on the window. |



Write the sentences you made.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Just for Fun

Go back to the top of the page and match each naming part with a different action part. Make silly sentences. Write two here.

A *pronoun* takes the place of a noun.

noun → **Maria** dropped her letter into the mailbox.

pronoun → **She** dropped her letter into the mailbox.

These are pronouns you use in the naming part of a sentence.

I you he she it we they

You can also use pronouns in the action part.

Sandy opened the **letter**. ← **noun**

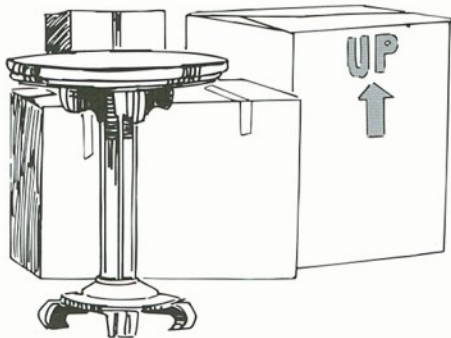
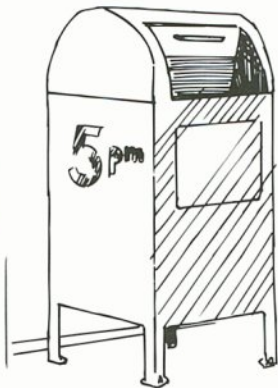
Sandy opened **it**. ← **pronoun**

These are the pronouns you use in the action part of a sentence.

me you him her it us them

Circle the pronoun or pronouns in each sentence.

1. We are moving into a new house.
2. They helped the movers with the furniture.
3. Does the table belong to you?
4. I will put it in my room.
5. Will the new neighbors visit us?
6. Yes, I think so.
7. I would like to meet them.
8. Mom saw him this morning.



CHECK YOUR WORK

Did you remember which words are pronouns?

Check your answers in the back of the book.

- ☐ Yes Go on to page 38.
☐ No Go back to the top of the page and check again.

Circle the correct pronoun to complete each sentence.

1. That big dog likes (me, I).
2. (We, Us) have a dog just like that one.
3. Did (them, they) train their dog?
4. It wags its tail at (she, her).
5. (Her, She) gives it a treat.



Write each sentence.

Change the underlined words in the naming part to a pronoun.

6. Mr. Hart collected the letters from the mailbox.

7. The mailbox is on the corner.

8. Theo's friends sent cards and letters.

9. Mom and I read the letters to Theo.

10. Theo misses his old friends.

Write a sentence of your own using a pronoun in the naming part.

CHECK YOUR WORK

Did you remember which pronouns to use in the naming part of a sentence?
Check your answers in the back of the book.

- ☐ Yes Go on to page 39.
☐ No Go back to page 37 and check again.

Write each sentence.

Change the underlined word or words in the action part to a pronoun.

1. Mrs. Ali helped Ray and Toma set up the beach umbrella.

2. A friendly man watched Ray.

3. In the soft sand, Ray dug a hole.

4. He grabbed some stones.

5. Ray was building a castle.

Circle the wrong pronoun in each sentence.

Write the correct pronoun on the line.

Example: Us are raising money for the class trip. We

REMEMBER

Use the pronouns *me, you, him, her, it, us, and them* in the action parts of sentences.

6. Me sold apples to my whole family. _____

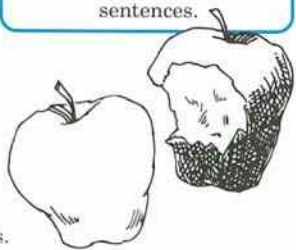
7. Them are delicious, too. _____

8. My brother likes they a lot. _____

9. Him ate two apples this morning. _____

10. Katie gave him and I her apples. _____

Write a sentence with pronouns in the naming *and* action parts.



CHECK YOUR WORK

Did you remember which pronouns to use in the naming and telling parts of sentences? Check your answers in the back of the book.

- ☐ Yes Go on to page 40.
☐ No Go back to page 37 and check again.

All sentences begin with a capital letter and end with some kind of mark. These marks are called *punctuation marks*. The punctuation mark after the last word in a sentence lets you know that the sentence has ended.

Put a period at the end of a telling sentence or a command.

. ← a period

Look at these sentences.

Notice the capital letters at the beginning and the periods at the end.

Telling sentence: That boy is riding his new bike.

Command: Ride your new bike.

Put a question mark at the end of an asking sentence.

? ← a question mark

Remember, an asking sentence begins with a capital letter, too.

Asking sentence: Where is your new bike?



Put the correct punctuation mark at the end of each sentence.

1. Who called you yesterday afternoon
2. It was a girl from my swimming team
3. We will be in a race next week
4. Do you want to watch the race
5. Come to the pool right after lunch
6. Bring some friends with you
7. It should be exciting
8. Don't be late



CHECK YOUR WORK

Did you remember when to use periods and question marks?

Check your answers in the back of the book.

☐ Yes Go on to page 41.

☐ No Go back to the top of the page and check again.

Write each sentence.

Write a capital letter at the beginning and put the correct punctuation mark at the end.

1. a brown truck pulled up in front of the house

2. did someone send a package to Amy

3. a woman is ringing the doorbell

4. run to the door, Amy

5. what do you suppose is in the package

REMEMBER

Put a period after
telling sentences
and commands.

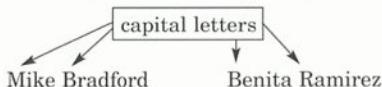
Put a question
mark after asking
sentences.

Work with a partner. Write a paragraph and leave out the punctuation marks.

Be sure to include telling sentences, commands, and asking sentences.

Let your partner put in the correct punctuation marks.

Use a capital letter to begin a person's first and last name.



Use a capital letter to begin the names of days and months.

Days

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Months

January	July
February	August
March	September
April	October
May	November
June	December



Circle the correct one in each row.

- | | | |
|----------------------|-------------------|-------------------|
| 1. Bert henderson | bert Henderson | Bert Henderson |
| 2. Sunday, August 14 | sunday, August 14 | Sunday, august 14 |
| 3. Friday, april 6 | friday, april 6 | Friday, April 6 |
| 4. carla Smith | Carla Smith | Carla smith |

Write each one correctly.

- | | |
|------------------------|-------|
| 5. friday, october 12 | _____ |
| 6. bill hains | _____ |
| 7. sunday, june 17 | _____ |
| 8. tuesday, november 6 | _____ |
| 9. dena lang | _____ |
| 10. fred madden | _____ |
| 11. thursday, july 2 | _____ |
| 12. mona andrews | _____ |
| 13. abe green | _____ |
| 14. saturday, may 5 | _____ |

REMEMBER

Remember to begin each name and date with a capital letter.

Always use a capital letter to begin a person's title.

All titles except for *Miss* end with a period.

Mr. Mrs. Ms. Dr. Miss Jr. ←

This means *Junior* and goes at the end of a name.

When you write an initial instead of a person's name, write a capital letter and put a period after it.

John William Hill → John W. Hill or J. W. Hill



Circle the name that is written correctly.

- | | | |
|-----------------------|-------------------|--------------------|
| 1. Alan B Kennedy | Alan B. Kennedy | Alan b. Kennedy |
| 2. mrs. Brenda Tyler | Mrs Brenda Tyler | Mrs. Brenda Tyler |
| 3. kevin a. Robinson | Kevin A. Robinson | Kevin a Robinson |
| 4. Ms Joan Snyder | ms. Joan Snyder | Ms. Joan Snyder |
| 5. Mr. Carl Peron jr. | Mr Carl Peron Jr. | Mr. Carl Peron Jr. |
| 6. mrs. lois Duncan | Mrs. Lois duncan | Mrs. Lois Duncan |

Write each name using initials. Make up and write a title before the name.

Example: Nancy Edith Daniels

Mrs. N. E. Daniels

REMEMBER

Write a period after most titles. Use capital letters and periods for initials.

7. Lillian Beth Lu _____
8. Rita Jean Hazen _____
9. Albert Myron Cohen _____
10. Carlos Juan Perez _____
11. Ernest Charles Sommers _____
12. Donald James Coffman _____
13. Charlene Barbara Henry _____
14. Blake Kent McCaffrey Junior _____

In addition to the state, you can write an *abbreviation* for some of the other words in an address. With those words, remember to write a period at the end.

Circle = Cir.	Street = St.
Avenue = Ave.	Boulevard = Blvd.
Road = Rd.	Lane = Ln.
Drive = Dr.	Court = Ct.



Use an abbreviation in each address below.

Example: 6060 Strawberry Drive 6060 Strawberry Dr.

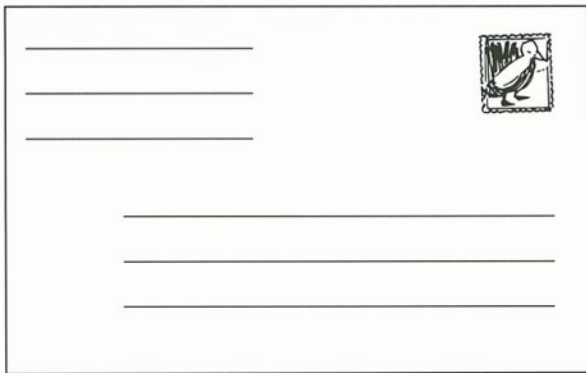
707 Creek Boulevard _____ 926 Cherry Lane _____

953 Green Street _____ 3516 Moore Avenue _____

1602 Moonlight Circle _____ 2810 Henry Road _____

44 Comic Lane _____ 30 Bucks Boulevard _____

Address this envelope. Put your address at the top left and then your friend's address.



On another sheet of paper, write a letter to a friend.

Make sure all your grammar is correct.

Get an envelope and a stamp from a grown-up, address the envelope, and mail your letter.

Page 3

1. S
2. N
3. S
4. N

5-6. Answers will vary.

Page 4

1. All the children watched the dancing horses.
2. The big white horse held its head high.
3. Steven wants a horse of his own.
4. This act is the best part of the circus.

Answers will vary.

Page 5

1. A 6. C
2. T 7. A
3. C 8. T
4. A 9. C
5. A

Page 6

Answers will vary.

Page 7

1. Is this table handmade?
2. Did Josh make it himself?
3. This board is long enough for a bench.
4. Kelly will paint the bench green.
5. A carpenter can fix that broken door.
6. You would like a shelf over your desk.
7. Put it down on the table.
8. Please be careful.

Page 9

1. A 5. L 9. L
2. L 6. A 10. A
3. A 7. L 11. A
4. L 8. A 12. A

13-14. Answers will vary.

Page 10

1. take
2. think
3. rented
4. rode
5. swam

6-12. Answers will vary.

Page 11

1. are
2. am
3. is
4. are
5. is
6. is
7. am
8. is
9. is
10. are
11. are
12. is

13. Answers will vary.

Page 12

- | | |
|--------------------|------------|
| I smile | we smile |
| you smile | you smile |
| he, she, it smiles | they smile |

Page 13

- | | |
|---------------------|-----------------|
| I touched | we touched |
| you touched | you touched |
| he, she, it touched | they touched |
| I danced | we danced |
| you danced | you danced |
| he, she, it danced | they danced |
| I looked | we looked |
| you looked | you looked |
| he, she, it looked | they looked |
| blamed - past | melts - present |
| paints - present | opened - past |
| chucked - past | owns - present |
| count - present | looked - past |
| earn - present | planted - past |
| jumped - past | save - present |

Page 14

- | | | |
|----------|---------|---------|
| raked | looked | wanted |
| cracked | closed | counted |
| listened | liked | called |
| added | opened | lived |
| changed | turned | filled |
| finished | rained | picked |
| cook | stack | shout |
| ask | invite | paint |
| move | smell | start |
| play | explain | circle |
| collect | camp | hike |
| walk | join | smile |
| hunt | care | land |
| watch | taste | look |

Answers will vary.

Page 15

- | | | |
|-------|---|------|
| we | → | was |
| I | → | were |
| trees | → | was |
| you | → | were |
| Lori | → | were |
| it | → | was |

- we were
I was
two trees were
you were
Lori was
it was

1. Mrs. Cheng was our teacher.
2. Twenty students were in our class.
3. We were all good friends.
4. I was the tallest one in my class.
5. You were very good at math.

Page 16

These words should be circled:

- | | | |
|--------|--------|---------|
| 1. was | 3. am | 5. were |
| 2. is | 4. are | 6. were |
7. are trying
8. am planning
9. is turning
10. is wondering
11. are having
12. were laughing

Page 17

1. Mr. Herman is taking a plane to the city.
2. His two sons are going with him.
3. We are waving good-bye to them.
4. They were looking for their seats.
5. helping
6. linking
7. linking
8. helping
9. helping

Page 18

- | | |
|---------|---------|
| 1. had | 4. has |
| 2. had | 5. have |
| 3. have | 6. has |
7. You had a coat like mine.
8. My coat had a different belt.
9. We had the same boots, too.
10. I have a pair of red gloves.
11. They have a black stripe.
12. Lori has some just like them.

Page 19

1. The giraffe does not eat leaves.
2. I did not watch the giraffe.
3. does
4. did
5. do
6. does

Page 20

- | | | |
|-----------------|---------------|------------------|
| open | <u>dashes</u> | <u>rushes</u> |
| <u>welcomes</u> | read | <u>reaches</u> |
| <u>visits</u> | <u>brings</u> | rest |
| invite | <u>buzzes</u> | <u>confesses</u> |

These words should be circled:

- | | |
|------------|------------|
| 1. owns | 5. looks |
| 2. watches | 6. flashes |
| 3. sees | 7. moves |
| 4. streaks | 8. slips |

Page 21

1. She searches for the brightest star.
2. It sparkles in the sky.
- 3-4. Answers will vary.

Page 22

aren't	weren't	didn't
don't	doesn't	isn't
haven't	wasn't	hadn't
is not	had not	was not
has not	have not	does not
did not	are not	were not
couldn't	can't	

Page 23

These words should be circled:

- wasn't
- didn't
- doesn't
- don't
- Aren't

- Your teacher isn't very pleased.
- You haven't been on time once this week.
- Answers will vary.

Page 24

candle	queen	tent	cups
painter	boats	fish	cooks/chefs

Page 25

stove	much	sisters	catcher
very	go	kitchen	and
all	teams	bottles	elephant
town	why	heavy	cars
dishes	torn	elf	Jeff
Mr. Eng	up	gave	over
store	often	puppy	water
Paula	angry	tail	
lost	pool	kings	
oranges	sad	wheels	
ready	sidewalk	windy	
strong	Preston	far	
radio	into	brown	
baker	sun	boy	
friends	roof	ladder	
street	window	stream	

Page 26

- knight - person
- kingdom - place
- horses - thing
- dragon - thing
- cave - place
- villagers - person
- Answers will vary.
- trash
- law
- day
- adults
- bags

Page 27

- one
- more
- more
- more
- more
- bikes
- scratches
- judges
- lunches
- toes
- barks
- foxes
- glasses
- doors
- tigers
- dresses
- aunts
- buzzes
- churches

Page 28

These words should be circled:

- groups
- ducks
- pieces
- bunches
- benches
- minutes
- bikes
- house

Answers will vary.

Page 29

- Mindy is visiting her cousins in Newville.
- She left her home in Bear Park two days ago.
- Aunt Jane and Uncle Steve met her at the train station.
- She brought gifts for Lauren and Andrew.
- They went to a movie in Taylor Falls.
- 6-14. Answers will vary.

Page 30

- Susan's books
- Brenda's idea
- my friend's game
- the cat's ears
- Jody's bike is in the driveway.
- Is it a boy's bike?
- Does the bike's horn work?
- Where is Mom's camera?

Page 31

- the guards' keys
- the clubs' trip
- the fans' shouts
- the players' shirts
- my brothers' room
- We can have a party in my parents' house.
- I will borrow my cousins' CDs.
- Reggie can hang up the guests' coats.
- Maybe we can play in the neighbors' backyard.

Page 32

These words should be circled:

- artist's
- rabbit's
- brush's
- bench's
- picture's

Robins are one of Alea's favorite parts of spring. There is an old birds' nest outside her bedroom window. She watched as the birds added more twigs to the nest.

After a few days, Alea noticed that the mother bird was sitting in the nest a lot. Pretty soon the eggs hatched.

At first she could not see the baby birds' heads. A day or so later, she could see long necks and open beaks. They loved the worms!

Page 34

- Many people like horses.
- Does Edie ride her horse every day?
- Clothing for horseback riders should be comfortable.
- Most riders wear boots.
- A saddle keeps the rider on the horse.
- Are you holding onto the reins?
- Edie's horse is trained well.
- Edie might let me ride her horse.

- subject
- predicate

Answers will vary.

Page 35

Answers will vary.

Page 36

1. The brown dog chews on its bone.
2. My older brother Ron drives me to school.
3. The color of the ocean was bright blue.
4. You are my best friend.
5. A trip to the city takes two hours.
6. Drops of rain splashed on the window.

Answers will vary.

Page 37

These words should be circled:

- | | |
|----------|------------|
| 1. We | 5. us |
| 2. They | 6. I |
| 3. you | 7. I, them |
| 4. I, it | 8. him |

Page 38

These words should be circled:

1. me
4. her
2. We
5. She
3. they
6. He collected the letters from the mailbox.
7. It is on the corner.
8. They sent cards and letters.
9. We read the letters to Theo.
10. He misses his old friends.

Answers will vary.

Page 39

1. Mrs. Ali helped them set up the beach umbrella.
2. A friendly man watched him.
3. In the soft sand, Ray dug it.
4. He grabbed them.
5. Ray was building it.

Circled words: Correct words:

- | | |
|---------|------|
| 6. Me | I |
| 7. Them | They |
| 8. they | them |
| 9. Him | He |
| 10. I | me |

Answers will vary.

Page 40

1. Who called you yesterday afternoon?
2. It was a girl from my swimming team.
3. We will be in a race next week.
4. Do you want to watch the race?
5. Come to the pool right after lunch.
6. Bring some friends with you.
7. It should be exciting.
8. Don't be late.

Page 41

1. A brown truck pulled up in front of the house.
2. Did someone send a package to Amy?
3. A woman is ringing the doorbell.
4. Run to the door, Amy.
5. What do you suppose is in the package?

Answers will vary.

Page 42

These words should be circled:

1. Bert Henderson
2. Sunday, August 14
3. Friday, April 6
4. Carla Smith
5. Friday, October 12
6. Bill Hains
7. Sunday, June 17
8. Tuesday, November 6
9. Dena Lang
10. Fred Madden
11. Thursday, July 2
12. Mona Andrews
13. Abe Green
14. Saturday, May 5

Page 43

These names should be circled:

1. Alan B. Kennedy
2. Mrs. Brenda Tyler
3. Kevin A. Robinson
4. Ms. Joan Snyder
5. Mr. Carl Peron Jr.
6. Mrs. Lois Duncan

A title should be written before each name:

7. L. B. Lu
8. R. J. Hazen
9. A. M. Cohen
10. C. J. Perez
11. E. C. Sommers
12. D. J. Coffman
13. C. B. Henry
14. B. K. McCaffrey Jr.

Page 44

1. 627 Parker Drive
Pittsburgh, PA 15233
2. 16231 Richland Road
Jacksonville, NC 28540
3. 374 Belmont Street
Cartersville, GA 30120
4. 849 Tundra Court
Juneau, AK 99801
5. 1602 Olecki Circle
Dansville, NY 14437

Page 45

- | | |
|---------------------|-----------------|
| 707 Creek Blvd. | 926 Cherry Ln. |
| 953 Green St. | 3516 Moore Ave. |
| 1602 Moonlight Cir. | 2810 Henry Rd. |
| 44 Comic Ln. | 30 Bucks Blvd. |

Check students' work.

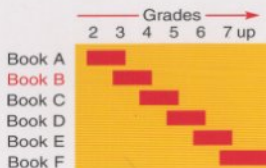
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